

**REDLINE VERSION**  
**NEW ENDORSEMENT**

DRAFT #1 – 10.16.12

DRAFT #2 – 2.20.13 (Includes new CEC Standards, 2012 and Indicators, Draft, 2013)

DRAFT #3 – 7.15.13

DRAFT #4 – 8.22.13 – NCTE Exec Comm

DRAFT #5 – 10.11.13 – NCTE Council Meeting

1.23.14 – NCTE Exec Comm

**Special Education – Inclusion and Collaboration Specialist**  
**Endorsement Guidelines**

**to Accompany Rule 24**

**(Approved by the State Board**  
**of Education on \_\_\_\_\_)**

**006.68 Special Education – Inclusion and Collaboration Specialist**

**006.68A Grade Levels: PK-Grade 12**

**006.68B Endorsement Type: Supplemental**

**006.68C Persons with this endorsement may teach, consult, or provide services for children, ages three through age 21, with verified disabilities.**

**006.68D Certification Endorsement Requirements: The endorsement shall require a minimum of 15 graduate semester hours in inclusion and collaboration. In addition, the candidate shall have previously obtained the Special Education endorsement.**

**006.68E Endorsement Program Requirements: Nebraska teacher education institutions offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.**

**THE FOLLOWING ARE RECOMMENDED GUIDELINES**  
**FOR INCLUSION AS PART OF THE INSTITUTION'S PLAN**  
**UNDER THIS ENDORSEMENT.**

**Through the courses identified in its plan, the institution must provide candidates for this endorsement with opportunities to demonstrate the dispositions and competencies required by the following guidelines, based on the Council for Exceptional Children (CEC) Advanced Level Special Educator Preparation Standards (2012), and the CEC Advanced Special Education Inclusion Specialist Set (2012 Draft).**

**Advanced Standard 1. Assessment**

**Special Education Inclusion and Collaboration Specialists use valid and reliable assessment practices to minimize bias.**

**Element 1.1 Special Education Inclusion and Collaboration Specialists minimize bias in assessment.**

Element 1.2 Special Education Inclusion and Collaboration Specialists design and implement assessments to evaluate the effectiveness of practices and programs.

Indicators include, but are not limited to:

- (SEIS1 S1) Promote the use of evidence-based assessment strategies to monitor progress and inform instruction, and
- (SEIS1 S2) Use valid procedures to evaluate and improve inclusive school and community-based programs for individuals with disabilities.

### **Advanced Standard 2. Curricular Content Knowledge**

Special Education Inclusion and Collaboration Specialists use their knowledge of general and specialized curricula to improve programs, supports, and services at classroom, school, community, and system levels.

Element 2.1 Special Education Inclusion and Collaboration Specialists align educational standards to provide access to challenging curriculum to meet the needs individuals with disabilities.

Element 2.2 Special Education Inclusion and Collaboration Specialists continuously broaden and deepen professional knowledge, and expand expertise with instructional technologies, curriculum standards, effective teaching strategies, and assistive technologies to support access to and learning of challenging content.

Element 2.3 Special Education Inclusion and Collaboration Specialists use understanding of diversity and individual learning differences to inform the selection, development, and implementation of comprehensive curricula for individuals with disabilities.

*(No additional indicators for this standard.)*

### **Advanced Standard 3. Programs, Services, and Outcomes**

Special Education Inclusion and Collaboration Specialists facilitate the continuous improvement of general and special education programs, supports, and services at the classroom, school, and system levels for individuals with disabilities.

Element 3.1 Special Education Inclusion and Collaboration Specialists design and implement evaluation activities to improve programs, supports, and services for individuals with disabilities.

Element 3.2 Special Education Inclusion and Collaboration Specialists use understanding of cultural, social, and economic diversity and individual learner differences to inform the development and improvement of programs, supports, and services for individuals with disabilities.

Element 3.3 Special Education Inclusion and Collaboration Specialists apply knowledge of theories, evidence-based practices, and relevant laws to advocate for programs, supports, and services for individuals with disabilities.

Element 3.4 Special Education Inclusion and Collaboration Specialists use instructional and assistive technologies to improve programs, supports, and services for individuals with disabilities.

Element 3.5 Special Education Inclusion and Collaboration Specialists evaluate progress toward achieving the vision, mission, and goals of programs, services, and supports for individuals with disabilities.

Indicators include, but are not limited to:

(SEIS3 K1) General education curriculum and related standards across age-levels, grade levels, and content areas.

(SEIS3 S1) Promote the development of programs that integrate culturally responsive practices.

(SEIS3 S2) Incorporate principles of universal design for learning to provide all individuals with disabilities access to the general curriculum and school programs and activities, and

(SEIS3 S3) Develop programs across differing learning environments that promote positive academic, social and behavioral outcomes.

#### **Advanced Standard 4. Research and Inquiry**

Special Education Inclusion and Collaboration Specialists conduct, evaluate, and use inquiry to guide professional practice.

Element 4.1 Special Education Inclusion and Collaboration Specialists evaluate research and inquiry to identify effective practices.

Element 4.2 Special Education Inclusion and Collaboration Specialists use knowledge of the professional literature to improve practices with individuals with disabilities and their families.

Element 4.3 Special Education Inclusion and Collaboration Specialists foster an environment that is supportive of continuous instructional improvement and engage in the design and implementation of research and inquiry.

Indicators include, but are not limited to:

(SEIS4 K1) Research on inclusive program and practices.

(SEIS4 S1) Analyze program data relevant to inclusive practices.

(SEIS4 S2) Assist stakeholders in designing, implementing, and evaluating inclusive practices research, and

(SEIS4 S3) Collaborate with stakeholders in using available data to make decisions related to inclusive practices.

#### **Advanced Standard 5. Leadership and Policy**

Special Education Inclusion and Collaboration Specialists provide leadership to formulate goals, set and meet high professional expectations, advocate for effective policies and evidence-based practices and create positive and productive work environments.

Element 5.1 Special Education Inclusion and Collaboration Specialists model respect for and ethical practice for all individuals and encourage challenging expectations for individuals with disabilities.

- Element 5.2 Special Education Inclusion and Collaboration Specialists support and use linguistically and culturally responsive practices.
- Element 5.3 Special Education Inclusion and Collaboration Specialists create and maintain collegial and productive work environments that respect and safeguard the rights of individuals with disabilities and their families.
- Element 5.4 Special Education Inclusion and Collaboration Specialists advocate for policies and practices that improve programs, services, and outcomes for individuals with disabilities.
- Element 5.5 Special Education Inclusion and Collaboration Specialists advocate for the allocation of appropriate resources for the preparation and professional development of all personnel who serve individuals with disabilities.

Indicators include, but are not limited to:

- (SEIS5 K1) Historical and social significance of legislation, litigation, advocacy, and other influences on the development of inclusion.
- (SEIS5 K2) Emerging trends that affect inclusive practices.
- (SEIS5 S1) Advocate on behalf of individuals with disabilities and their families related to effective inclusive programs.
- (SEIS5 S2) Support other stakeholders in understanding policies and research that guide practices related to inclusive programs.
- (SEIS5 S3) Collaborate on school change initiatives that produce or improve effective inclusive programs.
- (SEIS5 S4) Provide leadership to influence policy, practice, and improved outcomes for individuals with disabilities, and
- (SEIS5 S5) Advocate for innovations that promote effective inclusive practices.

### **Advanced Standard 6. Professional and Ethical Practice**

Special Education Inclusion and Collaboration Specialists use foundational knowledge of the field and professional Ethical Principles and Practice Standards to inform special education practice, engage in lifelong learning, advance the profession, and perform leadership responsibilities to promote the success of professional colleagues and individuals with disabilities.

- Element 6.1 A comprehensive understanding of the history of special education, legal policies, ethical standards, and emerging issues informs Special Education Inclusion and Collaboration Specialist leadership.
- Element 6.2 Special Education Inclusion and Collaboration Specialists model high professional expectations and ethical practice, and create supportive environments that safeguard the legal rights and improve outcomes for individuals with disabilities and their families.
- Element 6.3 Special Education Inclusion and Collaboration Specialists model and promote respect for all individuals and facilitate ethical professional practice.

- Element 6.4 Special Education Inclusion and Collaboration Specialists actively participate in professional development and learning communities to increase professional knowledge and expertise.
- Element 6.5 Special Education Inclusion and Collaboration Specialists plan, present, and evaluate professional development focusing on effective and ethical practice at all organizational levels.
- Element 6.6 Special Education Inclusion and Collaboration Specialists actively facilitate and participate in the preparation and induction of prospective special educators.
- Element 6.7 Special Education Inclusion and Collaboration Specialists actively promote the advancement of the profession.

Indicators include, but are not limited to:

- (SEIS6 K1) Ethical dilemmas relative to inclusive practices.
- (SEIS6 K2) Professional development practices that change teacher behavior to improve outcomes for individuals with disabilities.
- (SEIS6 K3) Historical and social significance of legislation, litigation, advocacy, and other influences on the development of inclusion.
- (SEIS6 K4) Emerging trends that affect inclusive practices.
- (SEIS6 S1) Model ethical behavior and promote professional standards relative to inclusive practices.
- (SEIS6 S2) Develop and implement professional development that improves inclusive instructional practices and outcomes, and
- (SEIS6 S3) Engage in reflective inquiry to facilitate on-going professional growth.

### **Advanced Standard 7. Collaboration**

Special Education Inclusion and Collaboration Specialists collaborate with stakeholders to improve programs, services, and outcomes for individuals with disabilities and their families.

- Element 7.1 Special Education Inclusion and Collaboration Specialists use culturally responsive practices to enhance collaboration.
- Element 7.2 Special Education Inclusion and Collaboration Specialists use collaborative skills to improve programs, services, and outcomes for individuals with disabilities.
- Element 7.3 Special Education Inclusion and Collaboration Specialists collaborate to promote understanding, resolve conflicts, and build consensus for improving program, services, and outcomes for individuals with disabilities.

Indicators include, but are not limited to:

- (SEIS7 K1) Impact of cultural differences on collaboration.
- (SEIS7 S1) Demonstrate cultural competence in fostering collaboration among stakeholders.
- (SEIS7 S2) Facilitate group processes to address issues of inclusive practices and service delivery.

- (SEIS7 S3) Use face-to-face, electronic, and other interactive formats to foster collaboration.
- (SEIS7 S4) Ensure parity among participants even during difficult interactions.
- (SEIS7 S5) Collaboratively engage family members participation with stakeholders.
- (SEIS7 S6) Model collaborative roles for educators, including co-teaching, consultation, and teaming, and
- (SEIS7 S7) Ensure effective roles and responsibilities for paraeducators.

#### Inclusion & Collaboration Work Group

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Mary Ells, Lincoln Public Schools [mells@lps.org](mailto:mells@lps.org)

New supplemental endorsement – graduate level; requires the Special Education endorsement.

#### **AD HOC COMMITTEE ON: Special Education Supervisor, Special Education Supplemental Endorsements (Behavior Intervention, Early Intervention, Functional Academics, Inclusion and Collaboration, Secondary Transition), Assistive Technology, Deaf and Hard of Hearing, Visual Impairment, Audiologist**

Based on NCTE Organizational Policies, Approved March, 2013; 10-12 members

**JULY 12, 2013—9:00 A.M.-4:00 P.M. LOCATION — CONCORDIA FALLBROOK**

<b>AD HOC COMMITTEE MEMBERSHIP CRITERIA</b>	<b>AD HOC COMMITTEE NOMINEES</b>
Practitioners currently endorsed and employed in approved or accredited public or private schools in the endorsement area at the grade levels under consideration.	1. Mary Schlieder, Norris Public Schools (D1) <a href="mailto:mary.schlieder@nsdtitans.org">mary.schlieder@nsdtitans.org</a> Can't attend 2. Molly Elge, Grand Island Public Schools (D6) <a href="mailto:melge@gips.org">melge@gips.org</a> 3. Donna Moss, Hastings Public Schools (D5) <a href="mailto:dmosse@esu9.org">dmosse@esu9.org</a>
Faculty members from a college or department of education who are teaching professional education courses or serve as the certification official at an approved educator preparation institution.	1. Dawn Mollenkopf, UNK (D6) <a href="mailto:mollenkopfdl@unk.edu">mollenkopfdl@unk.edu</a> 2. Becky Schnabel, UNO (D8)/Certification Official <a href="mailto:bschnabel@unomaha.edu">bschnabel@unomaha.edu</a>
Specialists in the content area which might include Arts and Science college faculty or persons drawn from professional practice in the endorsement area.	1. Kris Swain, UNO (D8) (leaving mid-afternoon) <a href="mailto:kswain@unomaha.edu">kswain@unomaha.edu</a> 2. Sue Kemp, UN-L (D1) <a href="mailto:skemp2@unl.edu">skemp2@unl.edu</a>
Administrative or supervisory personnel from approved or accredited public or private schools with responsibility for supervision, leadership or personnel functions at the grade levels and/or in the content area.	1. Dr. John Skretta, Norris Public <a href="mailto:john.skretta@nsdtitans.org">john.skretta@nsdtitans.org</a> 2. Peggy Romshek, Mitchell Public Schools (D7) <a href="mailto:promshek@panesu.org">promshek@panesu.org</a>

Representation from the NCTE Standing Committee to which the endorsement has been assigned. (Graduate Standing Committee)	Doreen Jankovich, OPS (D8) <a href="mailto:Doreen.Jankovich@ops.org">Doreen.Jankovich@ops.org</a> <a href="mailto:doreen.jankovich@gmail.com">doreen.jankovich@gmail.com</a>
A NDE representative who has responsibilities related to the endorsement area and who may also serve as the <i>Ad Hoc Committee</i> chair.	1. Carol McClain, Special Education (D1) <a href="mailto:carol.mcClain@nebraska.gov">carol.mcClain@nebraska.gov</a> 2. Teresa Coonts, B/VI (D4) <a href="mailto:teresa.coonts@nebraska.gov">teresa.coonts@nebraska.gov</a> 3. Rhonda Fleischer, ESU #9 (DHH) (D6) <a href="mailto:rfleisch@esu9.org">rfleisch@esu9.org</a>
Representatives of national/state specialty professional associations or professionals drawn from areas of employment related to the content area.	1. Stuart Clark, ESU #1 (NASES) (D3) <a href="mailto:sclark@esu1.org">sclark@esu1.org</a> 2. Jay Sears, NSEA (D1) <a href="mailto:jsears@nsea.org">jsears@nsea.org</a>
Additional PK-12 school practitioners or higher education faculty members to equalize the representation between these two groups.	1. <del>Teacher—Bev White, LPS (D1)</del> <del><a href="mailto:whiteb@lps.org">whiteb@lps.org</a></del> Can't attend 2. Higher Ed—Greg Zost, Peru State (D5) <a href="mailto:GZost@peru.edu">GZost@peru.edu</a>
A NDE designee, who will be a non-voting member and serve as a consultant for the <i>ad hoc</i> committee.	Sharon Katt, NDE <a href="mailto:sharon.katt@nebraska.gov">sharon.katt@nebraska.gov</a> Pat Madsen, NDE <a href="mailto:pat.madsen@nebraska.gov">pat.madsen@nebraska.gov</a> Kevin Peters, NDE <a href="mailto:kevin.peters@nebraska.gov">kevin.peters@nebraska.gov</a>